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ABSTRACT

Because of the declining number of transfer students from California's community colleges to its four-year institutions, the University of California (UC) initiated a study to gather current information on community college transfer students at UC. The study focused on trends in community college transfers between 1965 and 1983; origins of transfers; characteristics and academic preparation of transfer students; and the academic performance of transfer students during their first year after transfer. The study found: (1) there was a 42% decline in the number of transfers from 1973 to 1981, a trend which began to reverse itself in 1982; (2) of the 29,651 new undergraduates at UC in fall 1983, 26.9% entered as advanced standing students and 66.6% of these were from community colleges; (3) 18% of the community college campuses in the state sent 52.6% of the transfer students to UC, with the other 82% sending less than 100 students each to UC; (4) entering grade-point averages (GPA's) of minorities ranged from 2.95 (Blacks) to 3.21 (Pilipinos); (5) approximately 80% of the transfer students were under 25 years of age, 52% were males, and 73% were White; and (6) fall 1982 community college transfer students achieved a first-year GPA of 2.73. (EJV)

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Office of the President
Admissions and Outreach Services
September 1984

Prepared by
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INTRODUCTION

In recent years, the various segments of higher education, the Legislature, and the public in general have become increasingly concerned about the declining number of students who transfer from the Community Colleges to four-year institutions. Accordingly, the University has begun to reexamine the effectiveness of its role in improving this situation. To help complete this review, Admissions and Outreach Services, Office of the President, has initiated a two-part study which will yield current information on students who transfer from the Community Colleges to the University. This information will be useful in updating previous findings.[1]

The first part of this study, which is the subject of this report, reviews statistics on the number of students who transfer from the Community Colleges to the University, examines selected characteristics of the Community Colleges, and provides a profile of students who transferred to the University in the past three years.

Concerns frequently expressed about Community Colleges transfer students guided the development of this investigation, including:

1. the decreasing number of students transferring from the Community Colleges to the University;

2. the relatively small number of districts and schools from which these students transfer;

3. the level of academic preparation attained by transfer students; and

4. the level of academic performance achieved by transfer students during their first year at the University.

The second report will provide information on the persistence and performance of Community College transfer students and on their needs for support services. More specifically, it will focus on several areas of concern, including: (1) how well transfer students from the Community Colleges perform and persist throughout their undergraduate years at the University; (2) how their performance and persistence vary by the level of preparation achieved in high schools and with the level of performance achieved at their community college; (3) how their long-term performance and persistence compares with that of their native cohorts at the University and of their cohorts who transferred to the University from other two- or four-year colleges; (4) the percent of transfer students who leave in good academic standing in comparison to the percent of transfers who leave in academic difficulty, and the reasons given for leaving the University; and (5) the support services available to transfer students, the extent to which they are used, the results of these services, and how support services are coordinated. These findings will be reported, where appropriate, by ethnicity, gender, age, and majors.

FINDINGS OF PART I

The findings from the first phase of this study have been organized into four topical areas: Community College Transfer Trends, 1965–83; Origins of Transfers; Characteristics of Transfers; and First-Year Performance.

Key results are presented in a narrative form, as much as possible, to facilitate the understanding of relevant statistical data. Background data and references supporting these summaries are available upon request. The analyses which follow are limited to the pool of students from the Community Colleges who were admitted and enrolled at the University. Information on applicants not admitted is incomplete or unreliable, and is, therefore, not included in this report.

COMMUNITY COLLEGE TRANSFER TRENDS, 1965–83[2]

The number of students transferring from the Community Colleges to the University has fluctuated over the past twenty years. The data shows that there was an increase of 178% in the number of students who transferred from the Community Colleges to the University between 1965 and the peak year of 1973. However, from 1973 to 1981, there was a 42% decline which began to reverse itself in 1982. Between 1981 and 1983, the number of transfers increased 11%. (See Table 1.) Numerous factors are viewed as having contributed to these changes, including (1) the increased enrollment of non-traditional students in community colleges; (2) an increased demand for vocational courses which lead to immediate employment; (3) a decline in the availability of transferable courses; (4) the lack of business related majors at UC campuses; (5) the limited resources for transfer advisement of students interested in pursuing four-year degree programs; (6) the military draft; (7) the need for improved articulation efforts and effective identification of transferable courses; (8) the demanding admissions and departmental requirements of the University; and (9) economic constraints which lead students to pospone their academic careers. A new factor which may affect the transfer function in the future is the recently imposed registration fee by the Community Colleges. Preliminary reports estimate a 15–25%

Table 1
Number of Community College Students Who Transferred to the University
1965–1983

1965–69		1970–74		1975–79		1980–83	
1965	2,948	1970	5,166	1975	8,002	1980	5,428
1966	3,761	1971	6,154	1976	7,123	1981	4,778
1967	3,702	1972	7,165	1977	6,392	1982	5,137
1968	3,785	1973	8,193	1978	6,193	1983	5,305
1969	4,458	1974	7,813	1979	5,649	—	—

Source: Office of the President, Admissions and Outreach files, August 1984.

reduction in Fall 1984 enrollment at various Community College campuses. This decline is being attributed to the new fee. At this time, the long-term effect of the fee is not known; however, there is concern that there may be a disproportionate impact on low-income and non-traditional students.

The decline between 1973 and 1981 occurred in spite of an Increase Accommodation of Transfer Students (IATS) experiment conducted by the University between 1973 and 1979. This experiment allowed students to transfer from the Community Colleges with a grade-point average of 2.0 rather than the traditional 2.4 and to waive the requirements that a-f subject deficiencies be corrected. The decline in the number of transfer students between 1973 and 1979 would have been greater than 42% had the IATS experiment not been conducted.

As expected, the transfer pattern over the past twenty years has not been constant among all campuses. This has been true both at the University and the Community College levels. While the overall trends tend to establish a clear pattern, the performance of individual campuses has varied. A study[3] by the California Postsecondary Education Commission (CPEC) reports that there is no clear explanation as to why some Community Colleges have increased their number of transfer students while others continue to show a decline. Various factors are suspected, including the educational direction of the campuses, the availability of counseling, demographic shifts, economic concerns, and the effectiveness of articulation programs between the segments.

ORIGINS OF TRANSFERS

There were 29,651 new undergraduates at the University of California in the Fall of 1983; 26.9% (7,967) entered as advanced standing students of which 66.6% (5,305) were from Community Colleges. (See Table 2.) Of the 105 Community College campuses, 18% sent 100 or more transfer students accounting for 52.6% of the Community College transfers to the University. Meanwhile, the remaining 86 campuses were responsible for less than 48% of the transfers. Four individual community colleges stand out by sending 200 or more students: Santa Barbara (281), Orange Coast (251), Santa Monica (214) and Diablo Valley (213). In view of the fact that over half of the Community Colleges sent fewer than 50 students to the University, the performance of these four colleges is notable. As individual campuses, Santa Barbara City College and the Orange Coast College showed a 29% and 15% increase in University transfer students from 1982 and 1983, respectively.

Table 2
Select Statistics on Community Colleges
Fall 1983

Number of Campuses Involved	Range of Students Sent	Number of Transfers to the University	Percent of Total Transfers to the University
4	200 and above	959	18.1
15	100–199	1,832	34.5
8	75– 99	675	12.7
10	50– 74	601	11.3
42	10– 49	1,111	20.9
26	0– 9	129	2.4
105		5,305	100.0

Source: Office of the President, Admissions and Outreach files, August 1984.

Since 1981 the campuses of the University to which Community College students tranfer are, in order of preference, Los Angeles, Santa Barbara, Berkeley, Davis, Irvine, San Diego, Santa Cruz, and Riverside. (See Table 3.) Between Fall 1982 and Fall 1983, five campuses showed an increase in the number and percent of transfers they enrolled: Berkeley (7%), Davis (3%), Irvine (14%), San Diego (7%), and Santa Cruz (8%). The Los Angeles and Santa Barbara campuses, which enrolled 38% of Fall 1983 transfers, showed little change. The Riverside campus enrolled 18% fewer transfers than it did Fall 1982.

Table 3
Number of Community College Transfers to Each Campus of the University of California, Fall 1979–83

Campus	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983
Berkeley	1,115	1,060	793	854	910
Davis	792	797	637	691	714
Irvine	522	591	541	503	573
Los Angeles	1,198	1,068	996	1,041	1,038
Riverside	255	228	213	250	205
San Diego	404	341	388	432	462
Santa Barbara	1,021	911	833	968	972
Santa Cruz	342	432	377	398	431
Total	5,649	5,428	4,778	5,137	5,305

Source: California Postsecondary Education Commission. *Update of Community College Transfer Students Statistics, Fall 1983*. Commission Report 84–10, March 1984.

Since 1977, Southern California has had the top ten Community College districts ranked in terms of the number of students transferring to the University. The Los Angeles and Coast districts have been in first and second place, respectively, since 1979; the Santa Barbara district held third place in the Fall of 1983—a dramatic rise from the seventh place it held the previous three years. In the Fall of 1983, the Los Angeles Community College District (LAACD), with its nine campuses, sent 477 transfer students to the University, Coast with its four campuses sent 336, and Santa Barbara with one campus sent 281. Most transfers from these colleges applied to a University campus which was closest to the last community college they attended. Numerous factors help to determine the number of students Community Colleges send to the University. As displayed in Table 2, 68 campuses of the Community Colleges sent fewer than 50 students to the University. Many of these campuses do not offer consistently the full range of courses which potential University students need to transfer. A recent report by CPEC[4] speculates that, given the differing requirements of the various University campuses and the large number of majors in which transfer students may enroll, small community colleges encounter greater difficulty financing extensive transfer programs for students with diverse interests.

The Santa Barbara campus, based on size and number of entering students, stands out as one of the most successful campuses in attracting Community College transfers. The increase in the number of students transferring to this campus may be attributed to three factors: (1) the coordinated transfer efforts existing between the University and the Santa Barbara Community College, including a very effective transfer center; (2) the absence of other four-year institutions in the area; and (3) the preference of transfer students, who tend to be older and more settled in their community, to enroll at the nearby University campus to complete their baccalaureate goals.

The reported increases for Orange Coast appear to be the result of new articulation activities with the Irvine campus. Like transfers from the Santa Barbara Community College, Diablo Valley students tend to enroll at the nearby Berkeley campus, and this reflects the absence of a competing State University campus in the area. It is suspected that for similar reasons, the Community College campuses in the Fresno area show a disproportionate trend toward the State University where no University campus is available.

The Los Angeles and Coast Community College Districts which sent a large number of students to the University represent the campuses with the largest number of students among Community College districts: 132,473 students (nine campuses), and 72,042 (three campuses), the second largest number of students, respectively.

Enrollment data from the Community Colleges and from the University for Fall 1983 transfer students suggest that Community College campuses with high underrepresented minority[5] enrollments tend to have fewer students who transfer to the University; in addition, the type and number of the transfers which these campuses send are often not proportional to their size in their campus population, and these transfers tend to include a disproportionately large number of students with backgrounds that predispose them to prepare for the University. For example, one campus which was known to have a 77% minority enrollment[6] Fall 1981 among its first-time freshmen and a student body of about 1400 sent 88 students to the University in the Fall of 1983: 32% of these were Asian and 30% were White, although their representation in the campus was 10% and 13%, respectively.

On the other hand, many Community College campuses where the proportion of minorities is relatively small often send large numbers of these students to the University. For example, one campus sent 251 underrepresented minority students to the University although these students constituted only 13% of its student body. Consequently, efforts to improve on the number of minority transfers should not be focused entirely on Community College campuses with the highest percentage of minorities.

CHARACTERISTICS OF TRANSFERS

The characteristics of transfers reviewed by this study are organized into six catagories: Admit Status; Admitted Transfers Who Did Not Enroll; Eligibility Trends; Entering Grade-Point Average; Majors; and Age, Gender, and Ethnicity. The results of this review are presented in this order.

Admit Status

There were 5,305 Fall 1983 transfer students admitted to the University from the Community Colleges. (See Table 4.) Eighty-five percent entered the University as Regular Admits; of these 75.7% were White, and 52% were male, while of those who entered as Special Action (783), 58.7% were White, and 53% were male. The number of transfer students who entered as Regular or Special Action Admits increased in Fall 1983 over Fall 1981 by 15% and 12.5%, respectively.

From Fall 1981 to Fall 1983, the percent of underrepresented minorities who entered as Regular Admits increased by .6%, Asians by 1%, and Whites decreased by .8%. The percentage of Whites who entered as Special Action Admits decreased by 1.5%, Asians by .3%, and other minorities increased by 2.9%.

Admitted Transfers Who Did Not Enroll

There were 6,527 students from the Community Colleges who were admitted for Fall 1983 of which 19% (1,222) did not enroll; of these students, 13% (162) were Hispanic, Black, American Indian, or Pilipino. A survey by the University[7] suggests that many of these admitted students may not be enrolling at the University for several reasons: (1) the perceived impersonal manner in which their applications were processed; (2) lateness of notification from the Admissions, Financial Aid, and/or Housing offices; (3) financial reasons; and (4) difficulty in finding acceptable housing around the University's most populated campuses.

While increased numbers of applications to the University have created serious problems for entering freshmen students, this has not been a problem for most eligible advanced-standing applicants. The Berkeley campus was the only UC campus reporting some redirection at the advanced-standing level. Most Community College transfers have been admitted at the campus and major of their first choice.

Table 4
Community College Transfer Students
to the University

Admit Status/ Gender	American Indian	Asian	Black	Hispanic Chicano	Hispanic Latino	Pilipino	White/ Other	Declined to State	Total*
				Fall 1983					
Regular (n)	(28)	(610)	(95)	(188)	(121)	(40)	(3280)	(137)	(4499)
Female	53.6	42.3	52.6	45.7	52.1	32.5	48.9	50.4	47.9
Male	46.4	57.7	47.4	54.3	47.9	67.5	51.1	49.6	52.1
Special Action (n)	(15)	(52)	(110)	(105)	(25)	(11)	(446)	(19)	(783)
Female	46.7	32.7	48.2	46.7	48.0	45.5	48.2	36.8	46.6
Male	53.3	67.3	51.8	53.3	52.0	54.5	51.8	63.2	53.4
				Fall 1981					
Regular (n)	(29)	(492)	(77)	(152)	(85)	(44)	(2880)	(150)	(3909)
Female	51.7	39.6	46.8	44.1	48.2	45.5	50.9	40.7	48.6
Male	48.3	60.4	53.3	55.9	51.8	54.6	49.1	59.3	51.4
Special Action (n)	(11)	(46)	(90)	(78)	(27)	(10)	(407)	(27)	(696)
Female	45.5	30.4	57.8	41.0	51.9	40.0	46.7	51.9	46.7
Male	54.6	69.6	42.2	59.1	48.2	60.0	53.3	48.2	53.3

Source: Office of the President, Admissions and Outreach files, May 1984.
*For 1983 and 1981 there were 23 and 173 students, respectively, for whom no gender or admit status data were available.

Eligibility Trends

Over the years, many high school graduates who have been eligible for admission to the University have enrolled in the Community Colleges. Most of these students find the Community Colleges more accessible and less expensive, due to their proximity to home. In addition, many find the flexibility needed, especially those wanting to enroll on a part-time basis or in evening classes. Eligibility to the University upon high school graduation reflects the level of academic preparation a student has obtained in earlier years. In general, transfers who do well academically in high school tend to do well in the Community Colleges and at the University.

In Fall 1983, 31.6 percent of transfers who entered the University as Regular Admits were regularly admissible upon high school graduation. (See Table 5). This reflected a slight decline of 6.6% from Fall 1981. Among the different ethnic groups, Hispanics declined 6%; Blacks 12%; Asians 9.8% and Whites 6%. American Indians reflect an increase of 19%. The decline in the percentage of transfer students eligible from high school may be due to a change in the pattern of high school graduates. The percent of high school graduates entering the University increased the past three years, indicating that fewer UC eligible students entered the Community Colleges.

The percentage of transfers who entered the University as Regular Admits who showed a "Subject Deficiency" or "Scholarship/Subject Deficiency" upon high school graduation increased overall by 7%. Among underrepresented minorities, this percentage ranged from 5.2% (Latino) to 23.2% (Black), with the exception of American Indians who decreased by 12%; Asians by 13.3%; and Whites by 5.5%. The percent of Asians who enter as transfer Regular Admits and who show no record of high school graduation has been 6.9% since 1981. This finding reflects the increase in immigrants seeking political asylumn from Indo-Asian countries for whom high school records are not available.

Table 5
Percent of Community College Transfer Students Who Achieved Different Levels of Eligibility Upon Their High School Graduation by Admit Status and Ethnicity
Fall 1983

Campus/ Admit Status/ HS Eligibility Status	American Indian	Asian	Black	Hispanic Chicano	Hispanic Latino	Pilipino	White/ Other	No Response	Total
REGULAR ADMITS (n)	(28)	(596)	(95)	(186)	(119)	(38)	(3,236)	(133)	(4,431)
High School Eligibility Status									
A Regularly Admissible	39.3	27.4	17.9	26.9	27.7	31.6	33.2	32.3	31.6
B Eligible Only from Tests (CEEB Eligible)	0.0	0.2	0.0	0.0	0.0	0.0	0.3	0.8	0.2
C Scholarship Deficiency/ Eligibility Index Less than 2425	7.1	9.4	8.4	8.1	14.3	5.3	9.6	6.8	9.5
D Subject Deficiency	21.4	15.9	16.8	11.8	13.5	18.4	13.6	12.0	14.0
E Scholarship/Subject Deficiency	32.1	37.9	55.8	53.2	42.9	39.5	39.8	47.4	40.7
F No Test or Wrong Pattern	0.0	1.0	0.0	0.0	0.8	5.3	2.5	0.8	2.1
G High School Not Approved	0.0	1.3	0.0	0.0	0.8	0.0	0.5	0.0	0.5
H Not a High School Graduate	0.0	6.9	1.1	0.0	0.0	0.0	0.6	0.0	1.4
SPECIAL ACTION ADMITS (n)	(14)	(48)	(107)	(103)	(25)	(11)	(445)	(19)	(772)
High School Eligibility Status									
A Regularly Admissible	0.0	2.1	0.9	1.9	0.0	9.1	1.8	0.0	1.7
B Eligible Only from Tests (CEEB Eligible)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C Scholarship Deficiency/ Eligibility Index Less than 2425	7.1	14.6	5.6	6.8	28.0	27.3	13.0	5.3	11.7
D Subject Deficiency	7.1	22.9	5.6	4.9	12.0	0.0	6.7	5.3	7.4
E Scholarship/Subject Deficiency	78.6	56.3	86.0	83.5	60.0	63.6	77.3	89.5	77.6
F No Test or Wrong Pattern	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
G High School Not Approved	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	1.1
H Not a High School Graduate	0.0	4.2	1.9	2.9	0.0	0.0	0.9	0.0	0.1

Source: Office of the President, Admissions and Outreach files, April 1984.
*There were 102 students for whom eligibility and/or admit data were not available.

Entering Grade-Point Average

A student's grade-point average in University transferable courses has proven over the years to be a good predictor of future performances at the University. Accordingly, the University places emphasis on this achievement measure for the selection of transfer students. Several findings about the academic performance of Fall 1983 transfer students at their respective source schools are noteworthy, but must be viewed as very tentative given the relatively small number of cases on which they rest. (See Table 6.)

A review of the data shows that among Fall 1983 transfers who entered as Regular Admits, 2.2% had completed 135–179 entering units, 38.6% completed 90–134, 50.3% completed 45–89, and 8.9% completed 44 or less. The majority "45–89" group had an overall entering gpa of 3.22; among these students, the entering gpa of minorities varied from 2.95 (Blacks) to 3.21 (Pilipinos). By comparison Whites had an entering gpa of 3.22. Considering that transfer students are eligible with a minimum of a 2.4 gpa, the preparation of Community College transfers, as evidenced by these findings, is higher than anticipated.

Among Fall 1983 tranfers who entered as Special Action Admits, the majority "45–89" group had an overall entering gpa of 2.97; among these students, the entering gpa of minorities varied from 2.70 (Blacks) to 3.00 (Pilipino). By comparison, Whites had an entering gpa of 3.03.

An analysis of the proportion of students who attempted and completed varing amounts of transferable units suggests that transfer students progress satisfactorily through their coursework in preparing for the University.

The entering gpas observed were (1) based on a substantial number of transferable units attempted and passed, and (2) achieved by a class which had a significant number of entrants who were not regularly admissible after high school because of subject and scholarship deficiencies. This finding suggests that the Community Colleges do provide students the second chance envisioned by the authors of the Master Plan.

Majors

Statistics on the majors of 1981–83 transfers who entered the University with upper division standing suggest several salient trends. (See Table 7.) Transfer students prefer majors in Liberal/General Studies, Engineering, Social Sciences, and the Life Sciences. In the Fall of 1983, substantially more men than women elected majors in Engineering (15.2% vs. 4.2%) and the Physical Sciences (9.1% vs. 3.6%). Since Fall 1981, there has been an increase in the percentage of women entering Engineering (2.9% to 4.2%) and Mathematics (1.4% to 2.1%). The declining and almost non-existent interest in Education does not bode well for the University's effort to directly affect the classroom of the future.

Age, Gender, and Ethnicity

Since 1977, approximately 80% of students who transferred from two- and four-year postsecondary institutions to the University have been under 25 years of age, with 10% over 30. Among students who transferred from the Community Colleges to the University in Fall of 1983, 13% of females and 6% of males were in this older age group. Some analysts speculate that this may reflect the growing number of women resuming their careers once their children attend school, the increase of single-parent homes, as well as the increasing numbers of women seeking new and/or more profitable careers in order to offset economic pressures at home.

From 1977 to 1981, similar numbers of men and women transferred from two- and four-year postsecondary institutions to the University each fall. Among students who transferred from the Community Colleges to the University Fall 1983, the ratio of men to women was 52 to 48. This ratio was about 60 men to 40 women for Asian and Pilipino community college transfers. The reasons for this are not known.

Among total transfers from the Community Colleges, the percentage of Hispanics, Blacks, American Indians, and Pilipinos has increased from 13.3% to 15% between Fall 1980 and Fall 1983, while Whites decreased from 77.1 to 73%. All minority groups did not show an increase. American Indians decreased

Table 6
Entering Grade–Point Average of Community College Transfers
by Entering Units Passed, Admit Status, and Ethnicity
Fall 1983

Campus/ Admit Status/ Entering Units	American Indian	Asian	Black	Hispanic Chicano	Hispanic Latino	Hispanic Pilipino	White/ Other	Declined to State	Total*
SYSTEMWIDE									
Regular (n)	(26)	(590)	(86)	(176)	(111)	(37)	(3134)	(131)	(4291)
0– 44	3.35 (2)	3.35 (37)	2.91 (11)	3.37 (9)	3.36 (9)	3.23 (3)	3.16 (297)	3.18 (14)	3.18 (382)
45– 89	3.10 (16)	3.35 (295)	2.95 (46)	3.02 (87)	3.09 (41)	3.21 (15)	3.22 (1587)	3.17 (71)	3.22 (2158)
90–134	3.07 (7)	3.30 (251)	2.81 (26)	3.07 (73)	3.04 (58)	2.81 (19)	3.21 (1180)	3.13 (42)	3.20 (1656)
135–179	3.80 (1)	2.96 (7)	2.65 (3)	3.13 (7)	2.64 (3)	(0)	3.06 (70)	2.63 (4)	3.02 (95)
Special Action (n)	(15)	(48)	(105)	(100)	(23)	(11)	(436)	(19)	(757)
0– 44	2.72 (5)	3.10 (16)	2.77 (38)	2.80 (24)	3.04 (8)	3.00 (3)	3.04 (69)	3.20 (4)	2.95 (167)
45– 89	2.81 (9)	3.35 (25)	2.70 (58)	2.82 (64)	2.97 (13)	3.00 (8)	3.03 (312)	2.98 (14)	2.97 (503)
90–134	2.13 (1)	3.37 (7)	2.53 (8)	2.59 (10)	2.22 (1)	(0)	2.91 (53)	3.29 (1)	2.85 (81)
135–179	(0)	(0)	3.02 (1)	2.23 (2)	2.26 (1)	(0)	2.21 (2)	(0)	2.35 (6)

Source: Office of the President, Admissions and Outreach files, April 1984.
*There were 257 students for whom no entering units or admit status data were available.

Table 7
Majors of New Upper-Division Transfer Students to the University from California Community Colleges
Fall 1981–83

	Fall 81* (N = 3,064)		Fall 82* (N = 2,933)		Fall 83* (N = 2,916)	
Major	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
Agriculture	1.1%	1.7%	1.2%	1.4	2.1	1.3%
Architecture	0.4	0.3	0.7	0.8	1.0	0.7
Area Studies	0.2	0.1	0.1	0.4	0.3	0.4
Biological Sciences	12.1	12.6	11.2	10.7	—	—
Business and Management	4.6	2.9	3.9	3.1	4.1	3.2
Communications	0.9	1.4	0.3	1.9	0.4	1.0
Computer Sciences	3.5	3.1	4.6	2.6	2.1	2.3
Education	0.4	0.3	0.1	0.1	0.0	0.1
Engineering	16.4	2.9	15.1	3.2	15.2	4.2
Fine and Applied Arts	5.2	9.7	4.2	6.3	—	—
Foreign Languages	0.8	2.3	0.7	2.1	0.8	2.6
Health Professions	0.1	0.5	0.1	0.6	—	—
Health Sciences	—	—	—	—	0.0	0.7
Home Economics	0.0	0.5	0.1	0.6	0.0	0.7
Letters	5.1	7.4	5.4	9.2	4.5	8.6
Liberal/General Studies	—	—	—	—	15.3	14.4
Life Sciences	—	—	—	—	9.9	11.0
Mathematics	2.0	1.4	2.3	1.1	3.1	2.1
Philosophy and Religion	—	—	—	—	0.6	0.5
Physical Sciences	7.4	3.1	7.6	3.7	9.1	3.6
Psychology	2.8	6.5	2.6	4.7	1.7	3.9
Public Affairs	0.0	0.1	—	—	0.2	0.1
Social Sciences	18.0	14.3	12.3	13.8	12.4	11.6
Visual and Performing Art	—	—	—	—	4.1	7.4
Interdisciplinary Studies	7.2	11.9	13.2	15.7	—	—
Unknown or Undeclared	11.8	17.0	14.1	18.0	11.7	17.8

Source: California Postsecondary Education Commission. *Update of Community College Transfer Student Statistics, Fall 1983*. Commission Report 84–10, March 1984.
*Blank entries indicate that major category was not used at the time or that it was discontinued.

from 1.1% to .9%, and Pilipinos decreased from 1.1% to 1.0%. The reason for these differences appear to be due to different factors. American Indians traditionally have been underrepresented in education at all levels; Pilipino students, however, are successful in entering both the University and the State University directly from high school, and this may account for their lower representation in the Community Colleges. On the other hand, Blacks increased from 3.7% to 4.2%, and Hispanics from 7.4% to 8.9%.

Hispanic, Black, American Indian, and Pilipino students from the Community Colleges are underrepresented at the University, whereas the opposite is the case for Asian and White transfers. Underrepresented students are those whose representation among transfer students is not proportional to their size in the Community Colleges. Different minority groups were found to be underrepresented in varying degrees. (See Table 8.) Among Fall 1983 transfers, American Indians were underrepresented by 1.1% (.9% of transfer population vs. 2% in Community Colleges), Pilipinos by .6% (1% vs. 1.6%), Blacks by 5.9% (4.2% vs. 10.1%), and Hispanics by 7.8% (8.9% vs 16.7%). The reason for underrepresentation are many and complex. Ongoing intersegmental efforts are helping to identify and to correct some of the conditions which make for these results.

FIRST YEAR PERFORMANCE

Fall 1982 Community College transfer students who entered the University as Regular Admits achieved a first-year grade point average (gpa) of 2.73.[8] (See Table 9.) Of this group, 65.2% achieved a gpa of 2.5 or greater and 88% achieved a gpa of 2.0 or better.

Table 8
Ethnic Distribution of Community College Freshmen Age 19 and Under (Fall 1981) and Transfer Students to the University (Fall 1983)

		Ethnicity						
Community College	Total Number	American Indian	Asian	Pilipino	Black	Hispanic	White	Unknown
Freshmen	105,271	2.0	4.1	1.6	10.1	16.7	65.5	7.4
Transfers	5,305	0.9	12.0	1.0	4.2	8.9	73.1	3.3

Source: CPEC, *op.cit.* p. 42.

Differences among underrepresented minorities with respect to their first-year performance must be viewed tentatively given the relatively small number of cases for Hispanics, Blacks, American Indians, and Pilipinos. It is worth noting that there were significant differences among these ethnic groups with respect to their first-year gpas. At one end of the scale, the percentage of students who were in the 3.0(B) - 4.0(A) gpa range was different for each underrepresented group, varying from 12.5% to 26.4%; at the other extreme, the percent of underrepresented students who were in the 0.0(F) - 2.0(C) range was 15.4% for one group and 31.6% for another. An analysis of this performance data by gender revealed that female transfers achieved a slightly higher first-year gpa than male transfers (2.78 vs. 2.67). Findings for Fall 1982 transfers are similar to those obtained for their Fall 1981 counterparts.

Among Special Action Admits, 46.9% achieved a gpa of 2.5 or greater and 77.4% achieved a gpa of 2.0 or better. Differences among underrepresented ethnic groups should be interpreted cautiously given the small number of cases. It is worth noting that, as with Regular Admits, there were significant differences among underrepresented ethnic groups with respect to their first-year gpas. At one extreme, the percentage of students who were in the 3.0(B) - 4.0(A) gpa range was again different for each underrepresented group, varying from 9.6% to 22%; at the other extreme, the percentage of underrepresented students in the 0.0(F) 2.0(C) varied from 22.2% to 39.1%. An analysis of this performance data by gender revealed that female transfers achieved a slightly higher first-year gpa than their male counterpart (2.58 vs. 2.38). These Fall 1982 findings for Special Action transfers are similar to those obtained for Fall 1981.

The first-year performance of students was found to vary with a student's high school eligibility status. (See Table 10.) Transfers who were eligible to the University upon graduation from high school performed better during their first year at the University than did those transfers who did not have this status. This latter group, however, did perform at an acceptable level, as did the eligible transfers. These findings are similar to those found in previous studies.[1]

Fall 1982 junior transfers did comparatively well with freshmen who were entering their third year at the University Fall 1982 and with junior transfers from four-year institutions. All of these groups had similar lower division and first-year grades. The former were in the B range and the latter were in the B-minus/C-plus range. The difference between the lower and upper division grades of native freshmen, however, was smaller than was the case for transfers. Among the Community College transfers, this disparity was smallest for those who were eligible to the University upon graduation from high school.

These findings suggest that the Community Colleges help students prepare themselves for the University and that transfer students can perform well in the University's academically rigorous environment. The information from this and other reports planned should enable the University to understand and to support the transfer function better.

Table 9
Percent of Fall 1982 Community College Transfer Students Achieving Different First Year Grade Point Levels at the University

Admit Status/ Grade Point Level	American Indian	Asian	Hispanic Black	Hispanic Chicano	Hispanic Latino	Pilipino	White/ Other	Decline to State	Total
Regular (n)	(16)	(532)	(77)	(155)	(91)	(39)	(2840)	(114)	(3864)
3.5–4.0	0.0	11.1	3.9	6.5	7.7	2.6	14.3	12.3	13.0
3.0–3.49	12.5	25.9	10.4	16.1	18.7	15.8	25.5	26.3	24.6
2.5–2.99	37.5	25.8	23.4	31.6	25.3	15.8	28.1	24.6	27.6
2.0–2.49	25.0	25.0	35.1	28.4	33.0	34.2	21.6	18.4	22.8
0.0–2.99	25.0	12.2	27.3	17.4	15.4	31.6	10.6	18.4	12.0
Average GPA	2.35	2.72	2.27	2.51	2.57	2.29	2.77	2.67	2.73
Special Action (n)	(9)	(62)	(85)	(83)	(23)	(18)	(398)	(15)	(693)
3.5–4.0	0.0	11.3	2.4	0.0	4.4	0.0	6.5	13.3	5.5
3.0–3.49	22.2	16.1	8.2	9.6	17.4	16.7	17.3	6.7	15.0
2.5–2.99	44.4	30.7	17.7	20.5	13.0	33.3	28.6	33.3	26.4
2.0–2.49	11.1	24.2	40.0	34.9	26.1	27.8	28.9	40.0	30.5
0.0–1.99	22.2	17.7	31.8	34.9	39.1	22.2	18.6	6.7	22.7
Average GPA	2.50	2.57	2.18	2.21	2.20	2.39	2.50	2.60	2.42

Source: Office of the President, Admissions and Outreach Files, August 1984.

Table 10
Comparison of the 1982–83 Academic Performance of Regularly Admitted Fall 1982 Community College Transfer Students with Cohorts Who Transferred from Four-Year Institutions and Native Freshmen Who Became Juniors Fall 1982

	Native Freshmen Who Became Juniors	Transfers from 4-year Colleges	Community College Transfers: Eligible from High School	Community College Transfers: Ineligible from High School
Lower Division Grades	3.0	3.11	3.32	3.18
First Year Upper Division Grades	2.96	2.69	2.92	2.67

Source: Office of the President, Admissions and Outreach files, August 1984.

FOOTNOTES

[1]*Retention and Transfer*. Report of the Task Group on Retention and Transfer, Office of the Academic Vice President, University of California, June, 1980.

[2]This time interval begins with 1965 because it is the earliest year for which transfer data are available.

[3]*Update of Community College Transfer Student Statistics, Fall 1983*. California Postsecondary Education Commission, Report 84–10, March 1984, p. 9–10.

[4]*Ibid*., p.7.

[5]The University targets three underrepresented groups: American Indians, Blacks, and Hispanics. Pilipinos, while not underrepresented at the University, are also a targeted group for student affirmative action purposes. The term "minority" will be used to refer to all four of these groups.

[6]This percentage is based on all first-time freshmen who were known to be 19 years or less. Most of these students were enrolled full-time.

[7]*A Survey of SAA Students Who Are Admitted But Who Do Not Enroll*. Office of the President, Admissions and Outreach Services, September 1983.

[8]Reported grade-point averages in this section are based on the records of all Fall 1982 transfers who persisted through one or more quarters. Four percent of these students persisted just through the Fall quarter, six percent persisted just through the Winter quarter, and ninety percent persisted through the 1982–83 academic year.

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